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ABSTRACT

A mail survey of secondary vocational-technical directors in Texas was conducted to identify the tasks they performed and to determine the amount of time spent in the performance of these tasks. Data were gathered using a 56-item questionnaire given to all secondary vocational-technical directors in the state (169) with an 82 percent return rate. Fifty-six competencies or tasks were identified in the instrument, grouped under six headings: (1) planning, organizing, and administering; (2) improving educational opportunities; (3) securing and developing personnel; (4) providing educational facilities, equipment, materials, and services; (5) providing and maintaining adequate fiscal resources; and (6) developing and maintaining effective communication. Each task was analyzed in the following areas: rank by percent of respondents performing, cumulative sum of average time spent by all respondents, average time spent by all respondents, average percent time spent by respondents performing, and percent of respondents performing. It was concluded that the respondents could differentiate their tasks and the time spent for their performance. The data produced by the research offers useful information for developing competency-based instructional programs and for curriculum decision making. A bibliography is included and the questionnaire appended. (EC)

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IDENTIFICATION OF ACTUAL TASKS PERFORMED AND RELATIVE AMOUNT OF TIME SPENT ON TASKS BY VOCATIONAL-TECHNICAL ADMINISTRATORS

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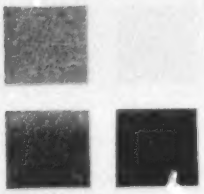

IDENTIFICATION
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BY VOCATIONAL-TECHNICAL ADMINISTRATORS

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ABSTRACT

This report presents the results of a study designed to first identify tasks typically performed by vocational-technical administrators and secondly to determine the relative amount of time spent performing these tasks. The population consisted of all secondary vocational-technical directors in the state. Questionnaire methodology was utilized using an approach developed, validated, and reported by Christal (1) and Lovelace (3). The contents of the questionnaire consisted of tasks and subtasks derived from competencies validated in a study by Pope (4).

The results of the study consist of a validated set of tasks and subtasks useful for curriculum decision making in any training program. Not only are the tasks ranked according to the number of vocational-technical administrators who perform the task but relative percent of time spent performing the task is also given. This information along with other data is presented in the body of the report.

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PREFACE

An investigation of the magnitude described in this document necessitates the sincere interest and cooperation of many individuals and groups. One group which devoted many hours to the project was a panel of experts who wrote tasks and subtasks based on competencies validated in an earlier study. Serving on this panel was: W. D. Perkins, Ysleta Independent School District; J. B. Whiteley, Houston Independent School District; E. V. Huffstutler, North Texas State University; and J. E. Cogswell, Dallas Independent School District.

The project director and staff are especially appreciative of the time and effort spent by the vocational directors in responding to the questionnaires.

Consultants for the project included Dr. E. V. Huffstutler, Professor of Educational Administration, and Dr. Earl McCallon, Associate Professor of Educational Research, North Texas State University. Special acknowledgements are to Mr. Wayne Milligan and Mrs. Kay Kienast, Research Assistants for the project.

INTRODUCTION

The research reported in this document grew out of a need to identify tasks actually performed by vocational-technical administrators in Texas and to determine the relative amount of time spent performing each task. This information is very important for decision making where efforts toward the development or modifications of curricula are undertaken.

The study revolved around two primary objectives. These were (1) to differentiate tasks and subtasks from competencies identified in an earlier study by Pope (4) and (2) to determine the relative amount of time spent on each identified task.

To accomplish these objectives, specific procedures were developed to translate the competencies validated by the earlier study (mentioned above) into tasks and subtasks. This was done by means of a panel of experts. Once this had been done, appropriate questionnaire methodology was employed to obtain data from all the vocational directors in the state. This report presents the information supplied by these directors.

A careful review of the literature reveals that curricula for teacher education programs are typically developed on the basis of what teachers and teacher educators perceive that teachers should be able to do or know; the relative importance of these perceptions; and hypothesized roles of teachers with no distinction

being made between tasks and subtasks.

Any curriculum developed for preparation of individuals for an occupation should be based on an analysis of that occupation. A complete analysis of an occupation should include both: (1) an identification of actual tasks performed and knowledge required and (2) the relative amount of time spent on each task performed. It was with these considerations in mind that the present study was undertaken.

PLANNING AND MANAGEMENT CONSIDERATIONS

Work on the research project reported in this document was done during the July 1, 1974, through June 30, 1975, time period. Initial planning resulted in the identification of three major phases for the project. These phases represent natural divisions for a discussion of the planning and management procedures followed in the project.

Development of Tasks and Subtasks

Phase I. (July 1, 1974 through October 31, 1974)

During this period of time, the competencies from the study by Pope (4) were separated into tasks and subtasks. This was done by a four-member panel of experts. Included on this panel were: W. D. Perkins, Ysleta Independent School District; J. B. Whiteley, Houston Independent School District; E. V. Huffstutler, North Texas State University; and J. E. Cogswell, Dallas Independent School District.

The results of this group's works are reflected in the questionnaire (See Appendix A) utilized in the survey. As a final validation procedure, each task contained in the questionnaire was required to have been identified as an appropriate task by at best three of the four members on the validation panel.

Development and Distribution of Survey Instruments

Phase II. (November 1, 1974 through February 28, 1975)

During this phase of the project the survey instrument was constructed, pilot tested, and finalized. A complete listing of vocational directors was secured and the instruments printed and mailed. The entire population of directors was utilized in the study. Construction procedures for the questionnaire were in accordance with the developmental work reported by Christal (1).

Collating and Analysis of Data

Phase III. (March 1, 1975 through April 30, 1975)

During this period of time survey instruments were secured, coded, and prepared for computer analysis. Appropriate statistical programs were written and/or modified to perform the necessary analysis. These computer programs were then tested for accuracy. As a final step, the survey information was processed and placed into statistical summary tables. The response from the survey group was good. Of the 169 questionnaires sent, 138 were returned. This constituted an 82 percent rate of return.

Development of Final Report

Phase IV. (May 1, 1975 through June 30, 1975)

The final report for the project was written during this period. This involved a final interpretation of the

survey data and the preparation of 100 copies of the report for the Division of Occupational Research and Development, Department of Occupational Education and Technology, Texas Education Agency. In addition to the final report, interim project reports were developed by the survey team in accordance with the requirements specified by the project director.

INSTRUMENT DE ELOPMENT

The survey instrument used a format adapted from job inventory questionnaires utilized by the Department of the Air Force (1). The instructions were very simple and the method for responding convenient and easy (See Appendix A for a copy of the instrument). The respondents were first asked to check competencies they performed and then to go back and rate (using a 7-point scale) the estimated time spent on the competency.

The instrument was comprised of 56 tasks (or subtasks). These tasks had been formulated by a panel of four experts in the field of vocational-technical administration. This panel worked from a list of 228 validated competencies that had been identified in a study conducted by Pope (4).

The items on the survey instrument were grouped into six sections. These were: (1) Planning, Organizing, and Administering the Educational Enterprise; (2) Improving Educational Opportunities; (3) Securing and Developing Personnel; (4) Providing Educational Facilities, Equipment, Materials, and Services; (5) Providing and Maintaining Adequate Fiscal Resources; and (6) Developing and Maintaining Effective Communication.

DESCRIPTION OF POPULATION

The population for the study consisted of all vocational directors in the state of Texas. This constituted a population of 169. One hundred and thirty-eight (82 percent) of the individuals returned the survey instrument.

Eighty-nine percent (89%) of the respondents were males, 2 percent females, and the remainder did not indicate their sex. Table 1 indicates the ages of respondents. More than 50 percent were between the ages of 40 and 54. Approximately 21 percent were under 40 and about 12 percent were over 55 years old.

TABLE 1

FREQUENCY AND PERCENT OF VOCATIONAL ADMINISTRATORS RESPONDING TO TASK SURVEY BY AGE CATEGORIES

CATEGORIES (AGE)	FREQUENCY	PERCENT
25-29	5	3.62
30-34	10	7.25
35-39	14	10.14
40-44	28	20.29
45-49	24	17.39
50-54	25	18.12
55-59	13	9.42
60-up	5	3.62
Not Reporting	14	10.14

Table 2 presents the number of years of administrative experience reported by the respondents. About two out of every three had five or less years experience. Less than 19 percent had 10 or more years experience.

TABLE 2

FREQUENCY AND PERCENT OF VOCATIONAL ADMINISTRATORS RESPONDING TO TASK SURVEY BY NUMBER OF YEARS AS AN ADMINISTRATOR

YEARS	FREQUENCY	PERCENT
1-2	37	26.81
3-5	56	40.58
6-9	18	13.04
10-14	16	11.59
15-19	4	2.90
20-up	5	3.62
Not Reporting	2	1.45

Table 3 gives the number of years of experience in present position. Based on the rather limited number of years of experience as administrator, as one might expect, most of the administrators had been in their present position less than five years. Indeed, 83 percent had been in their present position five years or less.

TABLE 3

FREQUENCY AND PERCENT OF VOCATIONAL ADMINISTRATORS RESPONDING TO TASK SURVEY BY NUMBER OF YEARS IN PRESENT POSITION

YEARS	FREQUENCY	PERCENT
1-2	50	36.23
3-5	65	47.10
6-9	13	9.42
10-15	2	1.45
15-20	1	0.72
20-up	0	0.00
Not Reporting	7	5.07

The administrators in the survey were asked to indicate the number of years they had been in the education profession. Table 4 presents these results. It can be noted that almost 49 percent had 20 or more years of experience in the education profession.

TABLE 4

FREQUENCY AND PERCENT OF VOCATIONAL ADMINISTRATORS RESPONDING TO TASK SURVEY BY NUMBER OF YEARS IN EDUCATION PROFESSION

YEARS	FREQUENCY	PERCENT
1-2	0	0.00
3-5	3	2.17
6-9	16	11.59
10-14	29	21.01

TABLE 4 Cont.

FREQUENCY AND PERCENT OF VOCATIONAL ADMINISTRATORS RESPONDING TO TASK SURVEY BY NUMBER OF YEARS IN EDUCATION PROFESSION

YEARS	FREQUENCY	PERCENT
15-19	18	13.04
20-29	58	42.03
30-up	9	6.52
Not Reporting	5	3.62

The administrators were also asked to indicate their highest degree earned and whether they had a major or minor in education as a part of any degree presently held. Tables 5 and 6 present these results. Almost all of the respondents had a master's degree with approximately 6 percent holding a doctorate. Partically all of the directors had a major or minor in education while doing one or more degrees.

TABLE 5

FREQUENCY AND PERCENT OF VOCATIONAL ADMINISTRATORS RESPONDING TO TASK SURVEY BY HIGHEST DEGREE EARNED

DEGREE	FREQUENCY	PERCENT
Doctorate	8	5.80
Masters	123	89.13
Baccalaureate	6	4.35

TABLE 5 Cont.

FREQUENCY AND PERCENT OF VOCATIONAL ADMINISTRATORS RESPONDING TO TASK SURVEY BY HIGHEST DEGREE EARNED

DEGREE	FREQUENCY	PERCENT
Associate	0	0.00
High School Diploma	0	0.00
Other	0	0.00
Not Given	1	0.72

TABLE 6

FREQUENCY AND PERCENT OF VOCATIONAL ADMINISTRATORS RESPONDING TO TASK SURVEY BY MAJOR OR MINOR ON ANY DEGREE IN EDUCATION

RESPONSE	FREQUENCY	PERCENT
Yes	131	94.93
No	6	4.35
Not Given	1	0.72

Thus at the risk of oversimplifying, one might view the typical respondent in the survey as being a middle age male, with approximately 20 years experience in education, but with less than ten years experience as an administrator. The typical respondent is also relatively new to his present position (less than five years), with a master's degree, and a major or minor in education on at least one degree.

DATA COLLECTION PROCEDURE

During the November 1, 1974, through February 28, 1975, time period, questionnaires were mailed to 169 vocational directors in the state. This represented the entire population of directors. A second questionnaire was mailed to those not responding to the first wave. The respondents were asked to indicate each of the tasks they performed and then to rate the amount of time they spend in performing the task. A space was provided for the respondents to add additional tasks and rate these tasks. No tasks were added, indicating that the 56 competencies included on the instrument apparently covered the tasks typically performed by vocational directors.

STATISTICAL ANALYSIS PROCEDURES

The survey instrument was designed to be keypunched directly from the form. Once the data were reduced to card input, statistical computer programs were written to tabulate the participant data reported in the Description of Population section.

A special computer program was also developed to analyze the information on tasks. This program was designed to (1) count the number of respondents performing each task; (2) calculate the percent of respondents performing a task; (3) determine the average percent of time spent by respondents performing the task; (4) calculate the percent of time spent by all respondents on a given task; (5) indicate the cumulative sum of the average percent of time spent by all respondents on the tasks; and (6) rank the tasks by percent of respondents performing each task.

Once the data had been computed, the information was placed into tables to facilitate interpretation. These tables are presented in the next section.

PRESENTATION AND DISCUSSION OF RESULTS

Presented below are the tasks ranked in order from the highest to the lowest number of directors performing the task. It can be noted that the percent of respondents performing task number 11 (develop and administer reporting procedures to proper authorities and agencies concerning progress of programs and operations) was the highest. Almost 97 percent of the vocational directors reported performing this task. On the other hand, only 42.8 percent of the directors indicated they performed task number 40 which was "develop and present to the proper school officials, for their approval, a compensation and rewards schedule for school personnel." However, it should be noted that all tasks were performed by a large number of the directors, thus further indicating the validity of the study performed earlier by Pope (4).

Also presented is the average amount of time spent by the directors on each task, calculated both in terms of only the respondents indicating they performed the task and secondly using all respondents in calculating the average. These analyses afforded a look at the amount of time spent performing each task which is very valuable information for developing competency-based instructional programs.

By calculating the cumulative sum of the average percent of time spent by all respondents, particular sets of tasks

(starting with the top ranked task) can be viewed with respect to how much time is spent on the tasks as a group. This information is also presented in the statistical results tables.

TABLE 7

ANALYSIS OF TASKS PERFORMED BY SECONDARY VOCATIONAL-TECHNICAL ADMINISTRATORS

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
11.	develop and administer reporting procedures to proper authorities and agencies concerning progress of programs and operations.	96.4	3.16	3.04	3.04	1
50.	develop and maintain an adequate system of fiscal records and reports for the school unit.	94.9	3.56	3.38	6.42	2
7.	exhibit skill in preparing applications for federal programs or special state programs, in developing program components and administering these programs.	94.2	2.98	2.80	9.22	3
8.	collect and interpret statistical data and information as directed.	92.8	2.60	2.41	11.63	4
9.	design and organize a course offering layout for approval and funding.	92.0	2.90	2.67	14.30	5
32.	develop cooperation of business, labor, and industry in support of the school program.	89.9	2.45	2.20	16.50	6*

(*Tied Ranks)

TABLE 7

ANALYSIS OF TASKS PERFORMED BY SECONDARY VOCATIONAL-TECHNICAL ADMINISTRATORS

(CONTINUED)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
49.	develop and maintain a plan for school requisitioning and purchasing.	39.9	3.31	2.97	19.47	6*
44.	plan and coordinate the planning and purchasing activities in securing furniture and equipment for new facilities.	89.1	3.20	2.86	22.33	8
45.	maintain a current inventory of the equipment, furniture, and supplies of the school unit, and establish and check on a plan for reasonable periodic inspection.	88.4	2.91	2.57	24.90	9
54.	develop and implement plans for using citizens advisory groups, booster clubs, and other special interest groups to secure community feedback regarding the school program.	87.0	2.54	2.21	27.11	10
51.	develop liaison, cooperation, and effective communications with business and industry for effective placement and follow-up of graduates and school dropouts.	86.2	2.64	2.28	29.39	11

(*Tied Ranks)

TABLE 7

ANALYSIS OF TASKS PERFORMED BY SECONDARY VOCATIONAL-TECHNICAL ADMINISTRATORS

(CONTINUED)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
10.	develop an organizational and operational plan for utilizing special advisory committees.	85.5	2.49	2.13	31.52	12
25.	facilitate accessibility for vocational and career information for all students.	84.8	2.55	2.16	33.68	13*
14.	inventory the changing needs for time and space for various instructional purposes.	84.8	2.33	1.98	35.66	13*
47.	direct the development of the annual budget for the operation of the educational unit.	83.3	3.12	2.60	38.26	15
1.	define and articulate goals and objectives for sub-units within the school.	82.6	2.01	1.66	39.92	16*
21.	collect, organize, analyze, and interpret data concerning the performance of teachers.	82.6	2.47	2.04	41.96	16*
2.	design strategies for initiating and managing proposals at an action level.	81.9	2.05	1.68	43.64	18

(*Tied Ranks)

TABLE 7

ANALYSIS OF TASKS PERFORMED BY SECONDARY VOCATIONAL-TECHNICAL ADMINISTRATORS

(CONTINUED)

Task Number	Task	Rank by percent of respondents performing	Cumulative sum of average percent time spent by all respondents	Average percent time spent by all respondents	Average percent time spent by respondents performing	Percent of respondents performing
13.	organize work schedules so that responsibilities and tasks are met.	81.2	2.43	1.97	45.61	19
23.	develop and execute plans for improving community understandings of the instructional program in the school.	80.4	2.42	1.95	47.56	20*
39.	develop and implement an effective system for periodic evaluations of job performance of school personnel.	80.4	2.57	2.07	49.63	20*
37.	develop and implement an effective plan for recruiting, interviewing, and selecting personnel.	79.7	2.52	2.01	51.64	22*
53.	develop and implement strategies for interpreting the school program through face-to-face interpersonal communication with publics in small group meetings.	79.7	2.60	2.07	53.71	22*

(*Tied Ranks)

TABLE 7

ANALYSIS OF TASKS PERFORMED BY SECONDARY VOCATIONAL-TECHNICAL ADMINISTRATORS

(CONTINUED)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
3.	develop and demonstrate a range of techniques to involve the staff in the effective formation of plans and policies.	79.0	2.06	1.63	55.34	24*
55.	develop and implement services and programs which the schools can provide to assist in community improvement.	79.0	2.41	1.90	57.24	24*
41.	develop and improve the professional profile of the school staff by attracting and retaining competent personnel.	78.3	2.51	1.96	59.20	26*
48.	develop budgets of funds and resources to support the educational program.	78.3	3.03	2.38	61.58	26*
15.	allocate time and space to various instructional purposes.	77.5	2.25	1.74	63.32	28*
52.	develop and implement a plan for providing a continuous flow of factual information to the various publics in the community.	77.5	2.53	1.96	65.28	28*

(*Tied Ranks)

TABLE 7

ANALYSIS OF TASKS PERFORMED BY SECONDARY VOCATIONAL-TECHNICAL ADMINISTRATORS

(CONTINUED)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
35.	develop and maintain an ongoing program evaluation system based upon the achievement of long- and short-range objectives.	76.8	2.23	1.71	66.99	30
38.	assist in the development of written job definitions for personnel in the school.	76.1	2.23	1.70	68.69	31
26.	survey community for resources to improve learning opportunities.	74.6	2.13	1.59	70.28	32
29.	survey the students to determine their needs, problems, potentialities, and interests.	73.2	2.39	1.75	72.03	33
43.	develop and implement strategies which produce a two-way information exchange with school personnel.	72.5	2.29	1.66	73.64	34
12.	plan, organize, and administer procedures for developing a community-school partnership operation in improving the education program.	71.7	2.13	1.53	75.22	35

TABLE 7

ANALYSIS OF TASKS PERFORMED BY SECONDARY VOCATIONAL-TECHNICAL ADMINISTRATORS

(CONTINUED)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task				
27.	survey the school's community concerning background, problems, potentialities, and interests of students.	71.0	2.14	1.52	76.74	36
18.	design and implement a needs assessment system for the school unit.	70.3	2.10	1.48	78.22	37*
31.	develop plans to provide summer and part-time job opportunities for students.	70.3	2.18	1.53	79.75	37*
34.	develop and maintain a relationship between current school programs for students and later vocational achievement.	69.6	2.22	1.54	81.29	39
4.	establish procedures for planning and decision making in which citizens and students may actively participate.	68.8	1.88	1.29	82.58	40
19.	identify and utilize the services of specialists for curriculum and staff improvement activities.	68.1	2.06	1.40	83.98	41

(*Tied Ranks)

TABLE 7

ANALYSIS OF TASKS PERFORMED BY SECONDARY VOCATIONAL-TECHNICAL ADMINISTRATORS

(CONTINUED)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
30.	conduct surveys of vocational opportunities for prospective graduates and early school leavers.	66.7	2.16	1.44	85.42	42
24.	design and execute a plan for examining classroom dynamics for the purpose of improving educational opportunities for students.	63.8	1.99	1.27	86.69	43
22.	develop and coordinate a student-centered program of instruction.	60.9	2.18	1.33	88.02	44*
28.	survey the school's community to ascertain the public's purposes and concerns for the school to assess educational needs.	60.9	2.06	1.25	89.27	44*
6.	develop and monitor, cooperatively with others, a comprehensive master planning system for the total school operation.	60.1	1.97	1.18	90.45	46*

(*Tied Ranks)

TABLE 7

ANALYSIS OF TASKS PERFORMED BY SECONDARY VOCATIONAL-TECHNICAL ADMINISTRATORS

(CONTINUED)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task				
56.	develop and utilize a community profile in identifying educational needs indigenous to the community setting.	60.1	2.22	1.33	91.78	46*
5.	assist the board of trustees in the policy system process.	58.0	1.83	1.06	92.84	48
16.	develop and implement appropriate strategies for community involvement in curriculum improvement.	57.2	1.73	0.99	93.83	49
42.	develop a long-range manpower projection plan for the school unit.	52.2	1.99	1.03	94.86	50
46.	develop a system of transportation services making possible regular attendance of students and provide for student activities.	50.0	2.15	1.08	95.94	51
20.	collect, organize, analyze, and interpret data concerning other-than-teacher influences on learning.	47.1	1.67	0.79	96.73	52

(*Tied Ranks)

TABLE 7

ANALYSIS OF TASKS PERFORMED BY SECONDARY VOCATIONAL-TECHNICAL ADMINISTRATORS

(CONTINUED)

Rank by percent of respondents performing .....
Cumulative sum of average percent time spent by all respondents .....
Average percent time spent by all respondents .....
Average percent time spent by respondents performing .....
Percent of respondents performing .....

Task Number	Task					
36.	develop a management plan for major curriculum studies.	46.4	1.90	0.88	97.61	53
17.	develop and utilize techniques for involving students in curriculum improvement.	45.7	1.69	0.77	98.38	54
33.	develop plans for assembling data concerning the interests and problems of youth.	43.5	1.81	0.79	99.17	55
40.	develop and present to the proper school officials, for their approval, a compensation and rewards schedule for school personnel.	42.8	1.92	0.82	99.99	56

SUMMARY AND CONCLUSIONS

A detailed consideration of 56 tasks performed by secondary vocational-technical administrators was made in this study. Each task was evaluated in terms of (1) the extent to which it is performed by vocational-technical administrators and (2) the percent of time devoted to the task. Tasks were derived from a set of validated competencies resulting from an earlier study by Pope (4). Information was collected from directors in the state using a mailed questionnaire.

The results indicated that respondents were able to differentiate adequately between tasks performed and the relative amount of time spent performing these tasks, further validating the use of the approach reported by Christal (1) and subsequently used in this study. Furthermore, among the first five tasks in terms of rank by percent of respondents performing the task, four of these were from tasks in the Planning, Organizing, and Administering the Educational Enterprise section.

The implications for curriculum development are evident. For example, while the nine top ranked tasks constituted only 16 percent of the tasks performed, approximately 25 percent of the directors' time is spent on these tasks. This kind of information is very important for instructional purposes.

Thus, overall, the results of this study should provide valuable base line data from which curriculum decisions can

be made. In this manner, more effective curricula can be developed and present curricula modified in order to improve effectiveness in the professional development of vocational administration.

In conclusion, it is recommended that professional preparation of vocational administrators be revised or developed using similar occupational analysis procedures based on professional tasks performed by practicing vocational administrators. Furthermore, a study needs to be made to determine the complexity and criticality of each of the 56 tasks found in this study. Finally, it is recommended that such programs be developed jointly by several universities utilizing the tasks identified by the study. A strong pre- and postassessment module will be essential for any competency-based program and would be an integral part of the validation procedure.

BIBLIOGRAPHY

1. Christal, Raymond E., "The United States Air Force Occupational Research Project," a paper presented by Dr. Christal in Symposium, The State-of-the-Art in Occupational Research and Development, Navy Personnel Research and Development Center, San Diego, California, 10-12 July, 1973.

2. _____, Stability of Consolidated Job Descriptions Based on Task Inventory Survey Information. Texas, Brooks Air Force Base, 1971.

3. Lovelace, Bill E., A Comparison of Perceived and Actual Tasks Performed by Selected Vocational-Technical Teachers in Texas Public Community Colleges, Unpublished Doctoral Dissertation, East Texas State University, 1975.

4. Pope, Billy N., Search for Common and Unique Competencies of All Administrators and Supervisors Needed by Vocational Administrators and Supervisors. EPD Consortium D: Richardson, Texas, 1974.

APPENDIX A

RESEARCH QUESTIONNAIRE

Texas Education Agency

•STATE BOARD OF EDUCATION
•STATE COMMISSIONER OF EDUCATION
•STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

February 28, 1975

Dear Fellow Educator:

EPD Consortium D is conducting a Teacher Competency Research Project under the auspices of the Department of Occupational Education and Technology, Texas Education Agency. Part of the statewide study is designed to produce usable data and information concerning competencies which are both common and unique to all vocational-technical personnel in public schools.

I am confident that all educators recognize the need for this kind of information in the context of competency-based teacher education. It is hoped that you will help in this effort by encouraging completion of the questionnaires being sent to vocational-technical personnel in your school.

Your assistance in this study will be appreciated.

Sincerely,

John R. Guemple
Associate Commissioner for
Occupational Education and Technology

JRG:al

RETURN BY MARCH 21, 1975

"An Equal Opportunity Employer"

A SURVEY OF TASKS

PERFORMED BY

VOCATIONAL ADMINISTRATORS

Dear Fellow Educator:

The Division of Occupational Education and Development, Texas Education Agency, is sponsoring a study of tasks performed by vocational administrators. The results of the study will be used to assist the program planners in developing speciality descriptions for teaching fields, developing college courses, and implementing inservice activities. Your contribution will be an asset to program development in the area of vocational-technical education. Your assistance is greatly appreciated.

Dr. Billy N. Pope
Coordinator, EPD Consortium D

RETURN BY MARCH 21, 1975

GENERAL INSTRUCTIONS

1. Your assistance in completing this survey is very important. Your answers and the answers of other administrators completing this Job Inventory may be used to:

   a. Write speciality descriptions for administration.

   b. Develop speciality training standards and college courses for administration.

   c. Development of inservice activities for upgrading administration.

2. This Job Inventory is in two sections:

   a. A Background Information section, where you give information about yourself, and

   b. A Task List section, where you give information about your current administration assignment.

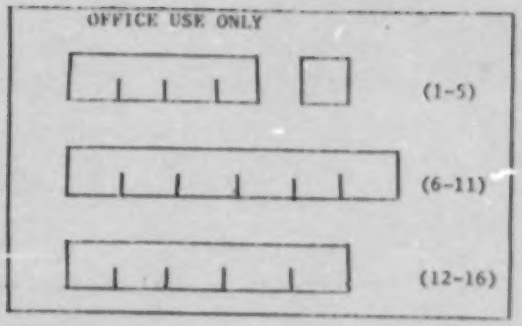
3. In providing the information requested, it is important to follow the procedures given.

INSTRUCTIONS FOR BACKGROUND INFORMATION SECTION

Complete each item in the Background Information section.

BACKGROUND INFORMATION

OFFICE USE ONLY



(1-5)

(6-11)

(12-16)

(Please Print)

Name _____
(Last) (First) (M.I.)

School District _____

County _____

Sex: M _____ F _____ (17)

Age: _____ (18-19)

Number of years as an Administrator ☐☐ (20-21)

Number of years in present position ☐☐ (22-23)

Total number of years in Education Profession ☐☐ (24-25)

What is the highest degree that you have earned?
(26)

1 _____ Doctorate

2 _____ Masters

3 _____ Baccalaureate

4 _____ Associate

5 _____ High School Diploma

6 _____ Other _____

Was your major or minor on any degree in education?
(27)

1 _____ Yes

2 _____ No

☐☐☐☐ (28-32)
(Do Not Mark)

READ THIS PAGE BEFORE GOING FURTHER

Have you completed the Background Information section? Make sure, before you continue with this procedure.

PROCEDURE A. CHECKING TASKS OF PRESENT ADMINISTRATION ASSIGNMENT

1. As you read each task in the Task section, pages 5 through 8, place a check beside each task that you perform in your present assignment. Put your checkmark in the column headed "Check If Done Now." When you have reached page 8, return to page 5.

2. DO NOT COMPLETE THE RIGHT-HAND COLUMN AT THIS TIME.

3. If a task that you perform is not listed anywhere in the entire list, write it on the last page of the booklet.

4. Do not confuse work you do yourself with work you supervise.

5. Remember, at this time you are to complete only the column headed "Check If Done Now" for pages 5 through 8. Now, turn to page 5 and BEGIN.

PROCEDURE B. RATING TIME SPENT ON TASKS ON PRESENT ASSIGNMENT

1. Have you checked each task that you perform in your present assignment? Make sure, before you continue with this procedure.

2. Now you are to rate the relative amount of time you spend performing each task in your present assignment. Relative time spent means the total time you spend doing the task compared with the time you spend on each of the other tasks of your present assignment during the year.

3. Use a rating of "1" if you spend "very much below average" amount of time on a task. Use a rating of "2" for "below average" time; and so on, up to a rating of "7" if you spend "very much above average" amount of time on the task.

4. Remember, you are to rate only tasks that you have already checked in the first column of pages 5 through 8.

5. Place your rating, according to the seven-point scale, in the right-hand column, headed "Estimated time spent on competencies in your assignment this year."

6. When you have completed all your ratings in the right-hand column of pages 5 through 8, you will have completed this Job Inventory, and you may return it in the enclosed self-addressed, stamped envelope to:

Dr. Billy N. Pope
P. O. Box 1300
Richardson, TX 75080

Secondary Vocational-Technical Administrator's Competency List

The task (competency) you perform now (√)

In the "Time Spent" column, rate only those competencies you have checked (√) in your present assignment.

1. Check (√) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (√) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (√)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check	Estimated time spent on competencies in your assignment this year.
√	1. Very much below average
IF	2. Below average
DONE	3. Slightly below average
NOW	4. Average
	5. Slightly above average
	6. Above average
	7. Very much above average

PLANNING, ORGANIZING, AND ADMINISTERING THE EDUCATION ENTERPRISE

1.	define and articulate goals and objectives for sub-units within the school.	_____	_____ (33)
2.	design strategies for initiating and managing proposals at an action level.	_____	_____ (34)
3.	develop and demonstrate a range of techniques to involve the staff in the effective formation of plans and policies.	_____	_____ (35)
4.	establish procedures for planning and decision making in which citizens and students may actively participate.	_____	_____ (36)
5.	assist the board of trustees in the policy system process.	_____	_____ (37)
6.	develop and monitor, cooperatively with others, a comprehensive master planning system for the total school operation.	_____	_____ (38)
7.	exhibit skill in preparing applications for federal programs or special state programs, in developing program components and administering these programs.	_____	_____ (39)
8.	collect and interpret statistical data and information as directed.	_____	_____ (40)
9.	design and organize a course offering layout for approval and funding.	_____	_____ (41)
10.	develop an organizational and operational plan for utilizing special advisory committees.	_____	_____ (42)
11.	develop and administer reporting procedures to proper authorities and agencies concerning progress of programs and operations.	_____	_____ (43)
12.	plan, organize, and administer procedures for developing a community-school partnership operation in improving the education program.	_____	_____ (44)
13.	organize work schedules so that responsibilities and tasks are met.	_____	_____ (45)

IMPROVING EDUCATIONAL OPPORTUNITIES

14.	inventory the changing needs for time and space for various instructional purposes.	_____	_____ (46)

(Continued on next page.)

The task (competency) you perform now (√)

In the "Time Spent" column, rate only those competencies you have checked (√) in your present assignment.

1. Check (√) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (√) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (√)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

	Check	Estimated time spent on competencies in your assignment this year.	
	√	1. Very much below average	
	IF	2. Below average	
	DONE	3. Slightly below average	
	NOW	4. Average	
		5. Slightly above average	
		6. Above average	
		7. Very much above average	

IMPROVING EDUCATIONAL OPPORTUNITIES (Continued)

15. allocate time and space to various instructional purposes.	_____	_____	(47)
16. develop and implement appropriate strategies for community involvement in curriculum improvement.	_____	_____	(48)
17. develop and utilize techniques for involving students in curriculum improvement.	_____	_____	(49)
18. design and implement a needs assessment system for the school unit.	_____	_____	(50)
19. identify and utilize the services of specialists for curriculum and staff improvement activities.	_____	_____	(51)
20. collect, organize, analyze, and interpret data concerning other-than-teacher influences on learning.	_____	_____	(52)
21. collect, organize, analyze, and interpret data concerning the performance of teachers.	_____	_____	(53)
22. develop and coordinate a student-centered program of instruction.	_____	_____	(54)
23. develop and execute plans for improving community understandings of the instructional program in the school.	_____	_____	(55)
24. design and execute a plan for examining classroom dynamics for the purpose of improving educational opportunities for students.	_____	_____	(56)
25. facilitate accessibility for vocational and career information for all students.	_____	_____	(57)
26. survey community for resources to improve learning opportunities.	_____	_____	(58)
27. survey the school's community concerning background, problems, potentialities, and interests of students.	_____	_____	(59)
28. survey the school's community to ascertain the public's purposes and concerns for the school to assess educational needs.	_____	_____	(60)
29. survey the students to determine their needs, problems, potentialities and interests.	_____	_____	(61)

(Continued on next page.)

IMPROVING EDUCATIONAL OPPORTUNITIES (Continued)

30. conduct surveys of vocational opportunities for prospective graduates and early school leavers. _____ _____ (62)

31. develop plans to provide summer and part-time job opportunities for students. _____ _____ (63)

32. develop cooperation of business, labor, and industry in support of the school program. _____ _____ (64)

33. develop plans for assembling data concerning the interests and problems of youth. _____ _____ (65)

34. develop and maintain a relationship between current school programs for students and later vocational achievement. _____ _____ (66)

35. develop and maintain an ongoing program evaluation system based upon the achievement of long- and short-range objectives. _____ _____ (67)

36. develop a management plan for major curriculum studies. _____ _____ (68)

SECURING AND DEVELOPING PERSONNEL

37. develop and implement an effective plan for recruiting, interviewing, and selecting personnel. _____ _____ (69)

38. assist in the development of written job definitions for personnel in the school. _____ _____ (70)

39. develop and implement an effective system for periodic evaluations of job performance of school personnel. _____ _____ (71)

40. develop and present to the proper school officials, for their approval, a compensation and rewards schedule for school personnel. _____ _____ (72)

41. develop and improve the professional profile of the school staff by attracting and retaining competent personnel. _____ _____ (73)

42. develop a long-range manpower projection plan for the school unit. _____ _____ (74)

43. develop and implement strategies which produce a two-way information exchange with school personnel. _____ _____ (75)

PROVIDING EDUCATIONAL FACILITIES, EQUIPMENT, MATERIALS, AND SERVICES

44. plan and coordinate the planning and purchasing activities in securing furniture and equipment for new facilities. _____ _____ (76)

45. maintain a current inventory of the equipment, furniture, and supplies of the school unit, and establish and check on a plan for reasonable periodic inspection. _____ _____ (77)

46. develop a system of transportation services making possible regular attendance of students and provide for student activities. _____ _____ (78)

PROVIDING AND MAINTAINING ADEQUATE FISCAL RESOURCES

47. direct the development of the annual budget for the operation of the educational unit. _____ _____ (79)

(Continued on next page.)

The task (competency) you perform now (√)

In the "Time Spent" column, rate only those competencies you have checked (√) in your present assignment.

1. Check (√) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (√) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (√)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

	Check	Estimated time spent on competencies in your assignment this year.
	√	1. Very much below average
	IF	2. Below average
	DONE	3. Slightly below average
	NOW	4. Average
		5. Slightly above average
		6. Above average
		7. Very much above average

PROVIDING AND MAINTAINING ADEQUATE FISCAL RESOURCES (Continued)

48.	develop budgets of funds and resources to support the educational program.	1	(80) (6)
49.	develop and maintain a plan for school requisitioning and purchasing.		(7)
50.	develop and maintain an adequate system of fiscal records and reports for the school unit.		(8)

DEVELOPING AND MAINTAINING EFFECTIVE COMMUNICATION

51.	develop liaison, cooperation, and effective communications with business and industry for effective placement and follow-up of graduates and school dropouts.		(9)
52.	develop and implement a plan for providing a continuous flow of factual information to the various publics in the community.		(10)
53.	develop and implement strategies for interpreting the school program through face-to-face interpersonal communication with publics in small group meetings.		(11)
54.	develop and implement plans for using citizens advisory groups, booster clubs, and other special interest groups to secure community feedback regarding the school program.		(12)
55.	develop and implement services and programs which the schools can provide to assist in community improvement.		(13)
56.	develop and utilize a community profile in identifying educational needs indigenous to the community setting.		(14)
	(The end.)	2	(80)

ADDITIONAL TASKS (COMPETENCIES) I PERFORM: